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ABSTRACT

This set of four lessons, intended for grades 2-5, aims to give U.S. students an opportunity to understand and appreciate ways in which the lives of Korean school children are similar and different from their own. The lessons are: (1)"An Elementary School Day in Korea; (2) "A School Lunch in Korea"; (3) "A Visit to a Third-Grade Classroom in Korea"; and (4) "A Visit to Chungju Elementary School." Each lesson plan offers completion times; cites learning objectives; lists applicable National Council for the Social Studies Standards; notes materials required; provides a rationale; details a step-by-step procedure for classroom implementation; and suggests evaluation activities. Each lesson contains relevant resource sheets for students to read for information. (BT)

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ED 468 590

An Elementary School Day in Korea.

William P. Fitzhugh

SO 032 931

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TITLE: AN ELEMENTARY SCHOOL DAY IN KOREA

GRADE LEVEL: Elementary 2-5 AUTHOR: William Fitzhugh

SUBJECT: Social Studies/Language Arts

TIME REQUIRED: 2 thirty-minute class periods

OBJECTIVES:

As a result of this lesson, students will:

a. Use charts and diagrams in addition to a text in order to understand a typical day in an elementary school in Korea

b. Explain similarities and differences between their school and a similar community school in Korea

c. Be motivated to learn more about Korea

APPLICABLE NCSS STANDARDS

I. Culture

a. Explore and describe similarities and differences in ways in which groups, societies, and cultures address similar human needs and concerns

d. Compare ways in which people from different c cultures think about and deal with their physical environment and social conditions

III People, Places, and Environments

c. Use appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information

MATERIALS REQUIRED:

Resource sheets

RATIONALE:

To give students an opportunity to understand and appreciate ways in which the lives children in Korea are similar and different from their own

PROCEDURE:

1. Discuss your daily class schedule with students. Construct a weekly schedule on the blackboard. Ask students to identify when, where, and what events occur at different times during the day.

2. Pass out Resource Sheet 1. Children read text to themselves or a student may read aloud to the class. Teacher asks prompting questions about the Korean class schedule. Student highlight text passages that contain answers to teacher questions.

3. Pass out and discuss Resource Sheet 2. Teacher asks questions about similarities and differences based on both resource sheets.

EVALUATION:

Students give written responses to these writing prompts:

a. Write to inform: Using what you have learned write a paragraph telling a student from another class 4 important things you learned about a school day in Korea. Use highlighted information from the text and the daily schedule to help you frame your response. Remember to use a topic sentence and spell words correctly as they are used in the text.

b. Writing to compare and contrast: Tell another student in your school about the ways our school and a Korean school is similar or different. Compare a Korean school day with our school day. Give two ways each day is similar and two ways each day is different.

c. Making a Critical Analysis: Does Resource Sheet 2: The Daily Schedule help you to better understand how a Korean student spends his/her school day? Give examples from

the schedule to support your response.

d. Writing an Opinion: In your opinion, which daily schedule might help a student learn more or learn better? Give at least two examples from the text or the schedule to support your opinion.

RESOURCE SHEET 1

AN ELEMENTARY SCHOOL DAY IN KOREA

There are 800 students attending the Chungju Elementary School. All of the children walk to school. No one rides a bus. Even in the coldest weather there is always school. School is never closed because of the weather. Students go to school six days a week. Korean school children have a longer school year. They attend school for 20 days each year. Their summer vacation is much shorter than ours is. The school day is from 9:00 to 3:00.

In third grade students are always busy. There are thirty-six children in each classroom. The homeroom teacher teaches all subject areas. The teacher is with the students all day long. There are nine subject areas. Students study the Korean Language that includes reading, writing, and language arts. They study math, social studies, science, and moral education. We might call moral education by another name. Sometimes it is called values education or citizenship education. Learning to work together is an important goal for all Korean children. Each homeroom has its own constitution and set of rules to follow.

There are other classes too. Students study music, fine arts, practical arts, computer skills, and physical education. Fine arts are painting, drawing, and sculpting. Practical arts include sewing and cooking. This school has 2 computer labs. Each lab has 36 computers. Students can use the lab in order to practice skills or conduct research. Korean children are proud of playing team sports. The baseball team of Chungju Elementary has won the Chungju city championship this year! Many students are involved in after school activities. Students have a busy day.

RESOURCE SHEET 2

MRS. CHOI'S CLASS DAILY SCHEDULE

Monday	Thursday	Wednesday	Thursday	Friday	Saturday
Session 1 (9:00- 9:40)					
Korean Language	Math	Korean Language	Math	Korean Language	Moral Educ.
Session 2 9:50- 10:30)					
Korean Language	Math	Korean Language	Math	Korean Language	Art
Break (10:30- 10:50)					
Session 3 (10:50-11:30)					
Science	Sports	Music	Computer	Sports	Art
Session 4 (11:40-12:20)					
Health/ Sports	Science	Music	Social Studies	English	Special Event
Lunch (12:20- 1:30)					
Session 5 (1:30- 2:10)					
Social Studies	Science	Teacher'Choice.....			
Session 6 (2:10- 3:00)					
Science	Social Studies	Teacher's Choice.....			

TITLE: A SCHOOL LUNCH IN KOREA

SUBJECT: Social Studies/Language Arts AUTHOR: William Fitzhugh

TIME REQUIRED: 2 thirty-minute class periods

OBJECTIVES:

As a result of this lesson, students will:

a. Use charts and diagrams in addition to a text in order to understand elementary schools in Korea

b. Explain similarities and differences between their school lunch and lunch period and a similar lunch and cafeteria in Korea

c. Be motivated to learn more about Korea

APPLICABLE NCSS STANDARDS:

III People, Places, & Environments

g. Describe how people create places that reflect ideas, personality, culture, and want and needs as they design homes, playgrounds, classrooms, and the like

IX Global Connections

a. Explore ways that language, arts, music, belief systems, and other cultural relents may facilitate global understanding or lead to misunderstanding

IV Individual Development and Identity

e. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices

MATERIALS REQUIRED:

Resource sheets

RATIONALE:

To give students an opportunity to understand and appreciate ways in which the lives children in Korea are similar and different from their own

PROCEDURE:

1. Discuss and list items children have for tray lunch. List items children bring to school from home to eat at lunchtime. List items children can buy (snack foods) in addition to a tray lunch.

2. Introduce the tray lunch for today. (Pictures are helpful.) Pass out Resource Sheet 1: Food Pyramid. Discuss the food pyramid if not previously introduced. Children identify the food from the menu and match it to the correct food group.

3. Pass out Resource Sheet 2. Children read it independently or someone reads it out loud. Teacher assists with unfamiliar words. Teacher asks prompting questions. Children high light passages in the text where answers are found. Teacher lists information on the blackboard.

3. Pass out Resource Sheet 3: The Tray Lunch. Children identify foods on the typical Korean tray lunch. The teacher explains each item. Students match items with the appropriate categories on the food pyramid.

EVALUATION:

a. Write to inform: Think of a topic sentence which will tell a student from another class that he/she will be reading about school lunches in Korea. Use your resource sheet to frame at least four sentences telling interesting facts about a school lunch in Korea.

b. Write to Compare: Student's compare and contrast a school lunch in Korea and their school cafeteria lunch. Students tell two ways lunches are similar and two ways lunches

are different. Remind children to use the food pyramid in addition to the other resource sheets before completing the task.

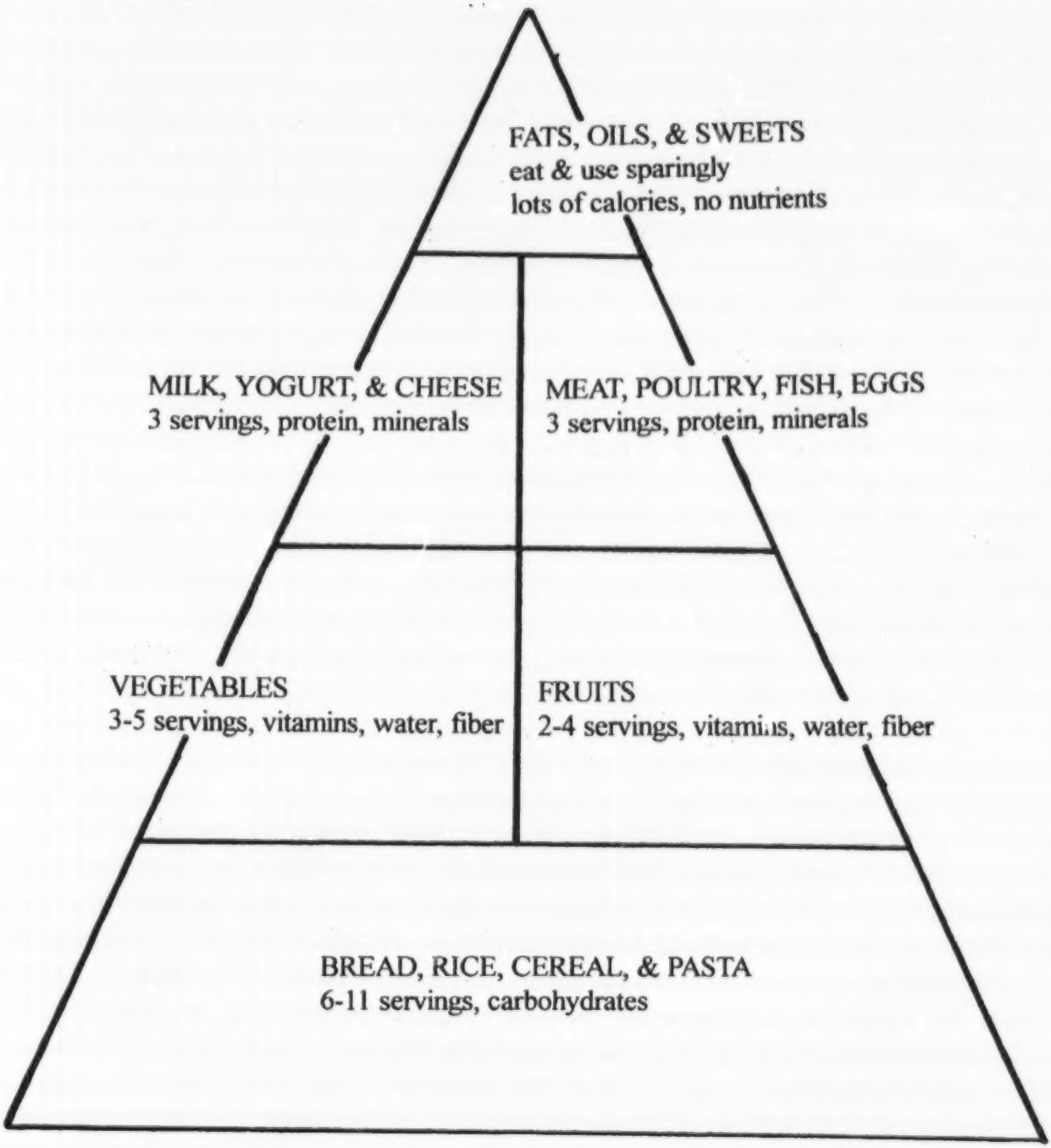
ENRICHMENT:

a. A Korean Food Tasting Celebration is always fun! Kimchi can be very spicy or very mild. Sampling spicy American foods or pickles will help children enjoy the flavor of Korean food. Rice is easily cooked in the classroom. Other Korean foods can be found at Korean food stores. Prepackaged, dehydrated seaweed soup is available and easily reconstituted with hot water. Children will also find rice candy tasty. Its texture is similar to taffy.

b. Koreans use metal chopsticks, which are not easily found. Substitute another kind if metal chopsticks are not available, but tell students about the Korean kind. Children can practice using chopsticks by picking up and eating miniature marshmallows.

RESOURCE SHEET 1:

THE FOOD PYRAMID



RESOURCE SHEET 2:

A SCHOOL LUNCH IN KOREA

The school cafeteria is a separate building. All students eat with their homerooms. Their classroom teacher eats with them. Lunchtime is a long time. After eating the children have outside play. No one rushes through lunch however. The entire class goes out to play at the same time. No one brings a lunch from home. Students receive reduced or free lunches. The Korean governments think a good lunch is important for all growing children to have.

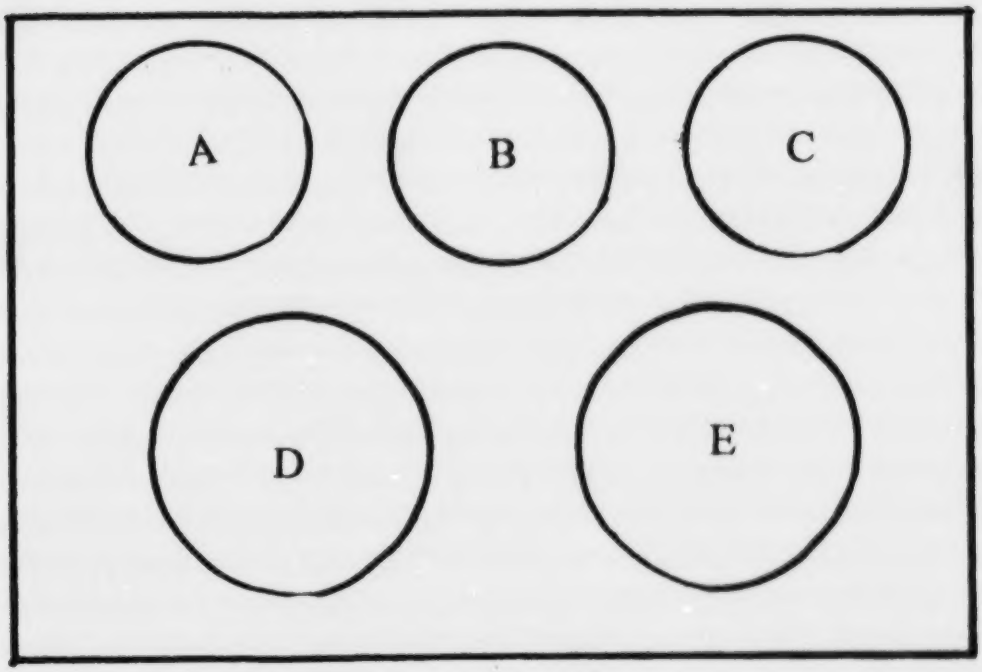
Lunch is served on an aluminum tray. There are five bowl-like compartments. Children eat with metal chopsticks. They also use a spoon to drink soup and eat rice. Water is served in aluminum glasses. Children help themselves to water. Children in fifth and sixth grade receive milk with their lunches.

Today's lunch is delicious. It consists of 2 sliced tomato wedges, 2 chicken nuggets, seaweed soup with potatoes, kimchi, and squid and vegetables served over rice. Kimchi is the national dish of Korea. It's a little like pickled vegetables, especially radishes. It can be bland or very spicy. Everyone loves kimchi! Most moms have their own treasured family for homemade kimchi. Koreans eat lots of seafood. Squid is high in protein. It helps children grow. There is no dessert served with this lunch. No snack foods are available for sale in the cafeteria. After lunch the entire class goes outside for playtime with their teacher.

RESOURCE SHEET 3

LUNCH IN A KOREAN ELEMENTARY SCHOOL

Aluminum Tray



TODAY'S MENU
A Chicken nuggets
B Kimchi
C Tomato wedges
D Seaweed soup with potatoes
E Squid and vegetables served over rice

TITLE: A VISIT TO A THIRD GRADE CLASSROOM IN KOREA

GRADE LEVEL: Elementary 2-5 AUTHOR: William Fitzhugh

SUBJECT: Social Studies/Language Arts

TIME REQUIRED: 2 thirty-minute class periods

OBJECTIVES:

As a result of this lesson, students will:

a. Use a map in addition to a text in order to understand elementary schools in Korea

b. Explain similarities and differences between their school community and a similar community school in Korea

c. Be motivated to learn more about Korea

APPLICABLE NCSS STANDARDS:

III. People, Places, & Environments

g. Describe how people create places that reflect ideas, personality, culture, and want and needs as they design homes, playgrounds, classrooms, and the like

h. Examine the interaction of human beings and their physical environment, the use of land, building do cities, and ecosystem changes in selected locales and regions

IV. Individual Development and Identity

f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions

MATERIALS REQUIRED:

Resource sheets

RATIONALE:

To give students an opportunity to understand and appreciate ways in which the lives

Children in Korea are similar and different from their own

PROCEDURE:

1. Discuss your classroom. Solicit words from students and list vocabulary words that tell about the classroom. These words will be used which discussing a Korean elementary schoolroom.

2. Construct a map of your classroom. Use the vocabulary words students gave in order to label your map. Remember to use the elements of maps in order to make your map a good one. The teacher can construct the map as a directed activity or students can construct their own maps whether individually or in small groups.

3. Distribute and read Resource Sheet 1. Students may read silently or someone may read aloud. The teacher asks prompting questions about the text. Students highlight the answers found in the resource sheet.

4. Distribute Resource Sheet 2. Children identify the map elements on this map. Children point out and discuss similarities and differences between the school setting of Mrs. Choi's classroom and their own classroom. The teacher acts as recorder and notes similarities and differences for students on the board.

EVALUATION:

a. Write to Compare: Students write to compare and contrast their classroom with an elementary schoolroom in Korea. Students need at least two specific examples from either the text or the map in order to show how each campus is similar or different.

b. Write an Opinion: Students write an opinion telling which classroom would be a better place for an education or which site they liked better. They need to include two examples from the text or map.

b. Write an Opinion: After examining the map of a Korean classroom and rereading the text choose two things in a Korean classroom that you would want to include in our classroom. Give at least on well thought out reason for each of your choices.

RESOURCE SHEET 1

MRS. CHOI'S THIRD GRADE CLASSROOM

This is Mrs. Choi's classroom. There are 36 students in her homeroom. They sit at desks arranged in-groups of six. Many teachers use other room arrangements just like they do at our school. Her desk is in front of the room. On her desk is a computer. The computer is connected to a huge TV screen. Mrs. Choi uses technology to make her lessons exciting!

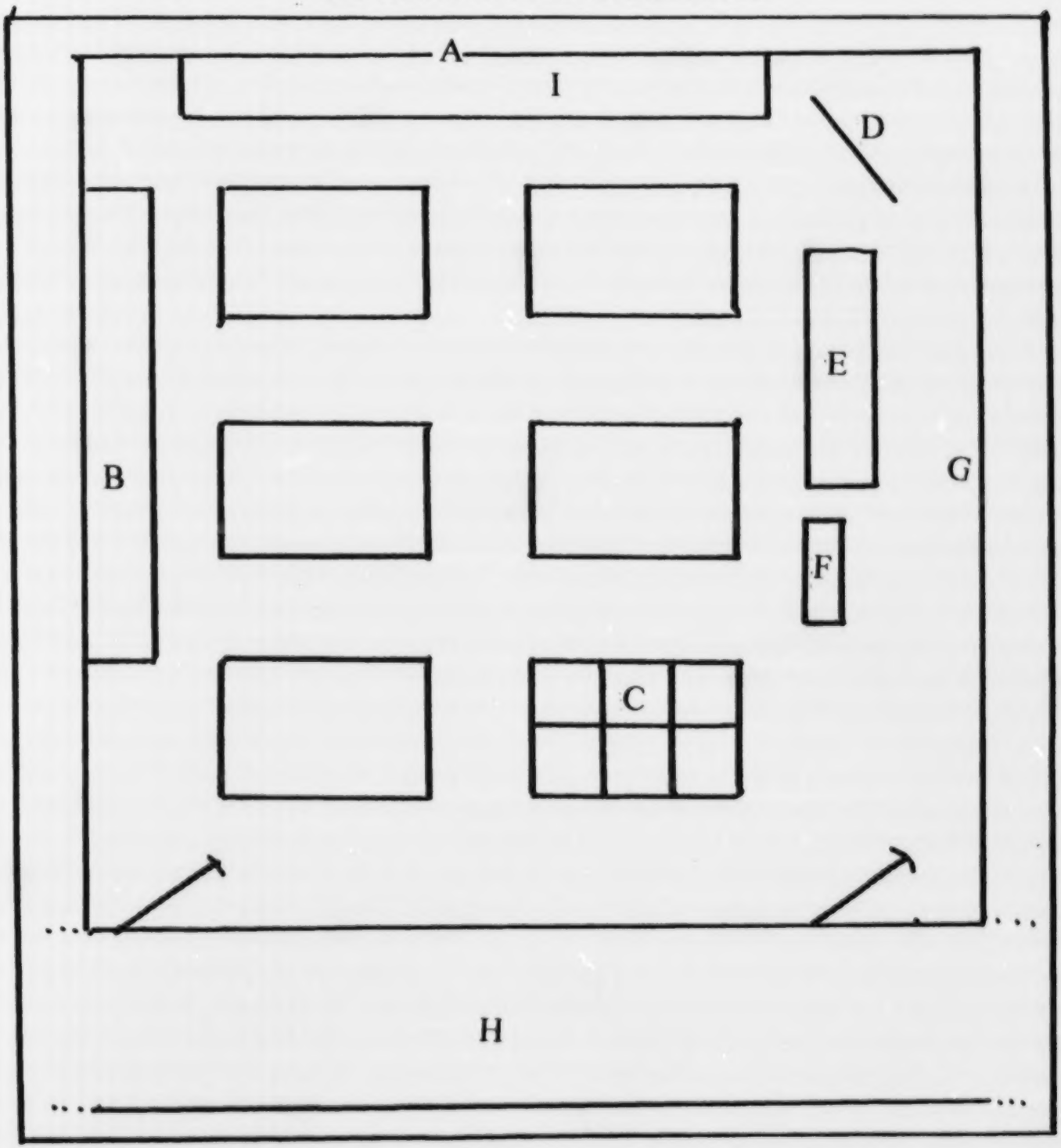
The room has lots of windows and two doors. This lets breezes in. There are ceiling fans too. In the back of the room are the student lockers. They are arranged eighteen across and two high. Each locker is about eighteen inches square. Students leave their street shoes just inside the doorway as they enter school. They wear slippers in school.

Mrs. Choi teaches all subject areas. She spends the entire day with her students. She knows her students very well. In addition to teaching academic subjects like the Korean Language, math, science, and social studies, Mrs. Choi also teaches art and music. She has an organ in her classroom for music lessons. She proudly hangs each art activity her children produce on the bulletin board above the class lockers.

The classroom is an exciting place. Children work quietly. Each child is working on the same activity. There is one reading group and there is one math group. Children often recite answers together. Occasionally children assist each other. Just like in our school the flag hangs in the front of the room. On the windowsill the class is growing plants and is keeping pet goldfish. Every classroom has its own constitution. One of Mrs. Choi's class rules is walk like a cat! (Ever notice how quietly a cat walks?)

RESOURCE SHEET 2

MRS. CHOI'S THIRD GRADE CLASSROOM



KEY

A windows
B student lockers
C student desks in sets of 6
D 39" TV screen
E Mrs. Choi's desk and computer
F organ
G blackboard
H hallway
I window shelves (fish & plants)

SCALE: __ = 1 foot

TITLE: A VISIT TO CHUNGJU ELEMENTARY SCHOOL

GRADE LEVEL: Elementary 2-5 AUTHOR: William Fitzhugh

SUBJECT: Social Studies/Language Arts

TIME REQUIRED: 2 thirty-minute class periods

OBJECTIVES:

As a result of this lesson, students will:

a. Use a map in addition to a text in order to understand elementary schools in Korea

b. Explain similarities and differences between their school community and a similar community school in Korea

c. Be motivated to learn more about Korea

APPLICABLE NCSS STANDARDS:

III. People, Places, & Environments

g. Describe how people create places that reflect ideas, personality, culture, and want and needs as they design homes, playgrounds, classrooms, and the like

h. Examine the interaction of human beings and their physical environment, the use of land, building do cities, and ecosystem changes in selected locales and regions

IV. Individual Development and Identity

f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions

MATERIALS REQUIRED:

Resource sheets

RATIONALE:

To give students an opportunity to understand and appreciate ways in which the lives

children in Korea are similar and different from their own

PROCEDURE:

1. Discuss the school building. Solicit words from students and list vocabulary words, which tell about the school and its campus. These words will be used when discussing a Korean elementary school.

2. Construct a map of your school campus. Use the vocabulary words students gave in order to label your map. Remember to use the elements of maps in order to make your map a good one. The teacher can construct the map as a directed activity or students can construct their own maps whether individually or in small groups.

3. Distribute and read Resource sheet 1. Students may read silently or someone may read aloud. The teacher asks prompting questions about the text. Students highlight the answers found in the resource sheet.

4. Distribute Resource Sheet 2. Children identify the elements of a map. Children point out and discuss similarities sand differences between the school setting of Chungju Elementary School and their own school campus. The teacher acts as recorder and notes similarities and differences for students on the board.

EVALUATION:

a. Write to Inform: Write a paragraph to another student in your school. Use a topic sentence. Write at least four more sentences that include interesting facts from both resource sheets.

b. Write to Compare: Students write to compare and contrast their school campus with an elementary school in Korea. Students need at least two specific examples telling how they are similar and two specific examples showing how the schools are different. Remind

students to use data from both resource sheets.

c. Write an Opinion: Students write an opinion telling which school campus would be a better place for an education or which site they liked better. They need to include two examples to support their opinion.

d. Making a Critical Analysis: How well is the map constructed? Did this make help you to understand a Korean school better than the text? Give at least two reasons for your decision.

RESOURCE SHEET 1

A VISIT TO CHUNGJU ELEMENTARY SCHOOL

An elementary school in Chungju sits in a crowded city. All the children walk to school. The schoolyard occupies an entire city block. The area is fenced in and trees are planted along side the fence. Most of the area is covered with small gravel. There is not much grass.

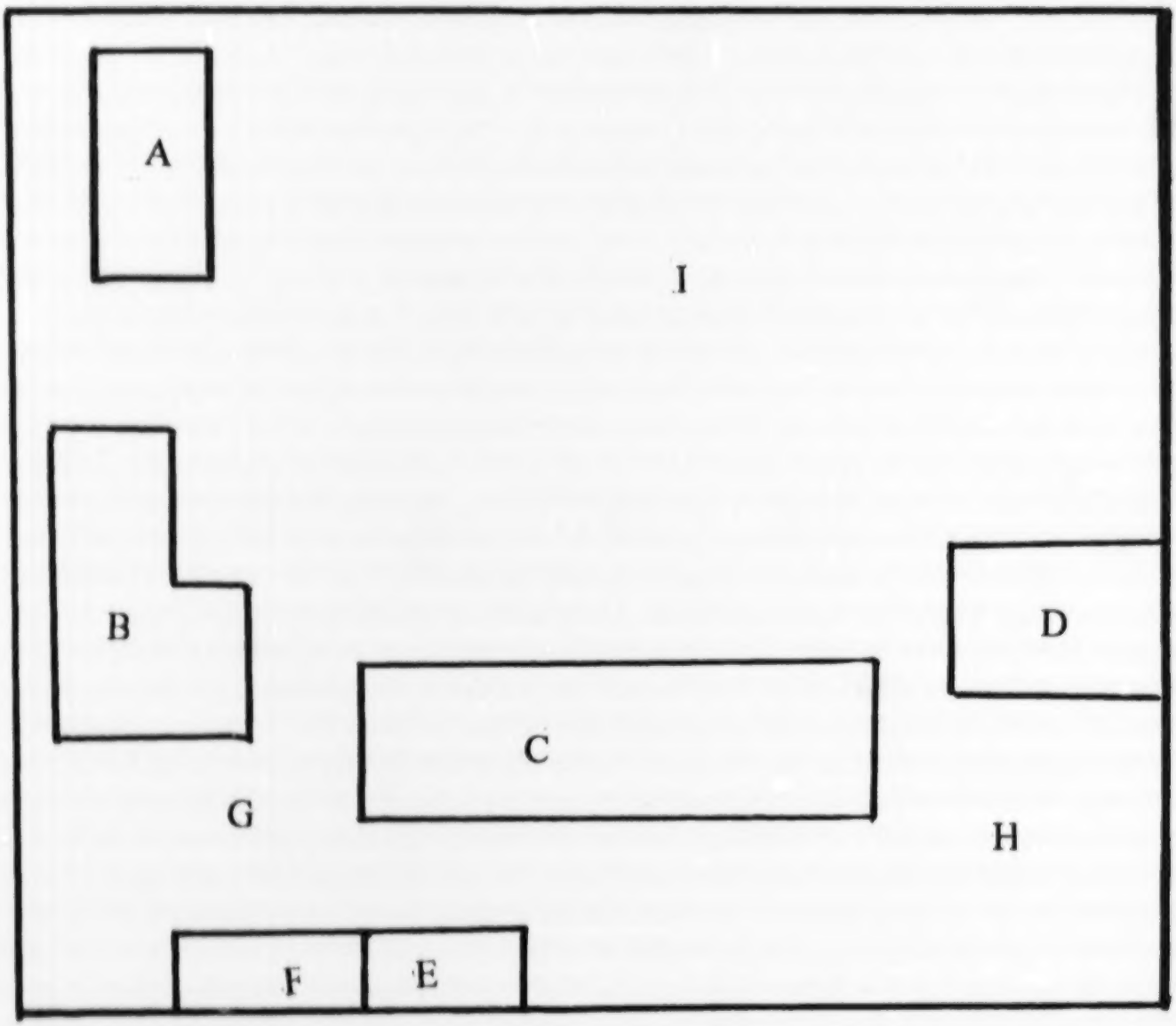
There are many buildings on this school campus. The largest building is three floors high. This is the intermediate building. There are 4 homerooms each for grades three, four, five, and six. It has a long corridor on the one side and a single row of classrooms. The hallway and classrooms have lots of windows to let in breezes because summers are hot. All classrooms have ceiling fans to help cool the students.

As each child enters school he/she takes off street shoes and puts on slippers. This helps keep the building clean. In addition to classrooms there are two computer labs, a library, science lab, and a workroom for teachers and office for principals. There are 30 teachers at this school and 7 administrators (principal and assistant principals.)

There are other buildings too. There is a smaller primary school. It houses kindergarten through grade 2. It has its own play lot with monkey bars, swings, and things to climb on. Next to the play lot is a vegetable garden and large pens with chickens in them. There is a separate cafeteria building where all students eat the school lunch. Their teacher eats with them. Recreation is an important part of a child's education in n Korea. This school has its own outdoor swimming pool. The playing field is huge. Children play many team sports. One of the goals of the school is for all students to work together cooperatively.

RESOURCE SHEET 2

CHUNGJU ELEMENTARY SCHOOL



KEY

A swimming pool
B Primary (grades K-2) building
C Intermediate (grades 3-6) building
D Cafeteria
E Vegetable Garden
F Chicken pens
G Primary playground
H Parking Lot
I Playing field

SCALE

____ = 30 feet

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